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ABSTRACT

A teacher education program is described that functions in three patterns of education. Field placements are made in three different socio-ethnic-economic environments--suburban middle class, inner city, and metropolitan mixed-ethnic. A distinguishing feature of the program is that it is collaboratively planned and implemented. The major constituents invclved in the planning and implementation process are the education department of the university, academic departments in the College of Arts and Sciences, cooperating school districts, and professional teachers' associations. Appended to this report are written comments on the program by participants. (JD)

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University of Washington

Teacher Education Program

SP 013487

American Association of Colleges for Teacher Education

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PART ONE

SUMMARY

In the past two decades several conceptual schemes or program "models" for the preparation of teachers have been developed. For the most part, these have been theoretical frameworks rather than functioning programs. The real challenge that confronts teacher educators, however, is that of converting such innovative proposals into on-going, institutionalized programs. Large, multipurpose universities are often the most difficult environments in which to implement programmatic changes because of the organizational complexity of these institutions. The University of Washington provides a case study to demonstrate that it is possible for a large, complex, state university to institutionalize a program that incorporates the best ideas that have surfaced in the research and literature of teacher education in recent years.

All of the students preparing to be teachers at the University of Washington are in some variation of a performance-based, field-oriented teacher education program. During the fall quarter 1978, this includes a total of 383 elementary and secondary teacher certification candidates. The program functions in three patterns, meaning that field placements are made in three somewhat different socio-ethnic-economic environments. This diversity of field placement makes it possible to accommodate the varying professional goals to which the students individually aspire.

A distinguishing feature of the University of Washington teacher education program is that it is collaboratively planned and implemented. The major constituents involved in the planning and implementing process are (1) the Education Department of the University of Washington; (2) the relevant academic departments in the College of Arts and Sciences; (3) the cooperating school districts; and (4) the professional teachers'

associations in the cooperating school districts. Management systems have been developed for the three patterns that include representatives from the foregoing groups. An evaluation component provides data to direct the course of program modification.

Because of the blend of on-campus classwork and concurrent field experience, the program has been able to bring theory and practice into easy focus for the participating interns. Careful screening for admission to the program ensures the selection of candidates who are academically competent, who are committed to teaching as a career, and who seem by disposition to have personal qualities suitable for work with children and youth. Their classroom performance as preservice teachers is carefully monitored throughout the year-long en bloc program of preparation.

PART TWO

COMPREHENSIVE PROGRAM EXPLANATION AND ANALYSIS

INTRODUCTION

The University of Washington, enrolling 35,000 students, is the largest institution of its kind on the West Coast and the only public teacher preparation institution in the Seattle metropolitan region. Approximately three-fifths of the state's population, slightly over 2 million people, reside within a seventy-five mile radius of the campus. Ever since the Alaskan Gold Rush days at the turn of the Century, the Puget Sound Basin has been the Nation's major doorway to Alaska and the Pacific Rim. Hundreds of thousands of people, from all walks and stations of life, and from every ethnic and racial group have passed through Seattle. Many of these people have chosen to become permanent area residents. As a result, the region has a highly diversified population in terms of socio-ethnic and socio-economic backgrounds.

Washington was the first state university in the United States to establish an undergraduate College of Education. Since founded in 1878 as an independent unit by authority of the University Board of Regents, the College has remained faithful to the mandate of providing leadership in teacher preparation. In discharging its responsibility, general teacher education goals have been encapsulated in the following mission statement.

> The University of Washington teacher education program is designed to:
>
> --prepare teachers for professional service in a diverse socio-ethnic-economic metropolitan setting;
>
> --provide preparatory experiences for students who have a variety of professional goals and aspirations;

--utilize the unique resources and expertise of a major campus in an all-university effort in teacher education;

--maximize the use of procedures in program development; and

--generate new knowledge, search for new models of teacher education, and disseminate such findings to the state and national professional communities.

To ensure accomplishment of these goals during the next decade the College recently instituted a performance-based, field-oriented teacher education program. Within this program, three tracks, or patterns, accommodate the diverse professional interests and needs of prospective teachers. A brief description of each pattern follows. During Autumn Quarter 1978, a total of 383 elementary and secondary level interns are enrolled in the three patterns.

The Northline Pattern consist of a consortium of two suburban school districts, their respective professional teacher associations, and the University of Washington. Although these districts are not entirely homogeneous, they can be described as typical upper middle class, suburban bedroom communities. The parent education level is above average, as is family income. There is some diversity of occupations, but professional, managerial, and executive types are over-represented. Children of poor families and visible minorities constitute a very small percentage of the student population. There is high interest in education and solid support for schools among parents in these communities.

The Seattle Pattern focuses on the city of Seattle, itself. Students placed in this pattern can exercise considerable choice of school environment in which to work. This may vary from a central city school that enrolls a high percentage of black and other minority children to one that may not differ in socio-economic-ethnic make-up from a typical suburban school. Students in this pattern get first-hand exposure to teaching in a large city school system as they confront such realities as the desegregation of schools, bussing, teacher and minority group activism, bilingualism, and the bureaucracy that characterizes large city school systems.

The Metropolitan Pattern provides field placements for students in schools throughout the metropolitan region, including the city of Seattle. It is this pattern that accommodates students who are preparing to teach special target populations such as Indian children, Chicanos, children of bilingual-bicultural backgrounds, and the handicapped. The Metropolitan Pattern is not as tightly structured nor as closely tied to specific districts as are the other two

patterns. This flexibility makes it possible for the College of Education to adjust the program to special limitations, interests, or requirements of particular students.

Use of varied field placements in the three patterns enables the College of Education to provide prospective teachers with a broad spectrum of socio-ethnic-economic school and community environments in which to prepare for teaching. The sections that follow portray the developmental history of the multi-track teacher education program and describe its unique characteristics.

DEVELOPMENT AND DESCRIPTION OF THE PROGRAM

Program Development

Impetus for program modifications at the University of Washington stemmed from a report of the Dean's Task Force on "Teacher Education for the 1970's," prepared by faculty and student representatives. This report provided recommendations for program development plus a system designed to facilitate change. These recommendations highlighted new directions reflecting current literature on program development, certification, and accreditation; imputs from student, faculty, field and community representatives; and observations of Triple-T, Teacher Corps, and related "hard money" projects sponsored by the University.

Program development resulting from the Task Force report was enhanced by success of the 1967 Northshore Project. Established through the collaborative effort of university, school district, and professional association personnel, this project provided initial field-testing of baseline program components. Although simplistic in design, its conceptual model established the prototype for the present University teacher education program.

By 1971, through a major development thrust, the TEPFO* model became an elective option for students. Subsequently, increased numbers of TEPFO students enabled the developers to evaluate the new approach in terms of participant attitudes about program quality and in their actual teaching performance.

The TEPFO conceptualization provided a vehicle for program evaluation. This model assumed that it is possible to specify teaching competencies that are predicted to promote learning in pupils; that success of candidates can be predicted from demonstrated performance of these competencies; and that evaluation of candidate performance becomes an indicator of program quality. By defining the program in terms of teaching competencies of its graduates, validation of those competencies in candidate performance becomes de facto validation of the program. (Medley, Soar, and Soar, 1975).

Two external evaluation studies, the second a replication with modifications of the first, compared the traditional approach and TEPFO, both approaches meeting identical state certification requirements, emphasizing a common set of objectives, but differing markedly in structure and sequence. Subjects included elementary and secondary level candidates who completed certification in 1973 and 1974, and who taught in the state of Washington the year following program completion.

These studies were unique because (1) candidates were evaluated on a set of performance criteria common to both approaches and (2) these criteria were assessed both at program completion and again after one year of teaching experience.

Results of both studies favored TEPFO participants in rating of teaching competence, this superiority existing both at time of program completion and after one year of teaching experience. Results also

*Teacher Education Program: Field-Oriented

appeared to favor TEPFO participants in attitudes toward the value of their preparation experiences. (Beal and Dimmitt, 1975).

These two evaluation studies provided a baseline of valuable information which, when combined with other information, became major inputs for the decision, in Autumn 1974, to institutionalize a performance-based, field-oriented approach as the basic teacher education program for elementary school teachers. Institutionalization of the secondary level program followed in Autumn 1976.

Program Objectives

As a result of program development, and within the context of the previously stated broad teacher education goals for the University of Washington, the following objectives emerged.

The program will:

--be performance-based and field-oriented;

--integrate theory and practice;

--utilize a collaborative management system;

--employ a systematic intern selection process;

--provide for professional staff development;

--provide realistic classroom teaching experiences through temporary intern certification; and

--utilize systematic research and evaluation as as basis for program change

Program Characteristics

The TEPFO approach, encompassing the Metropolitan, Northline and Seattle Patterns, is gaining wide recognition locally and regionally. Program graduates are highly competitive in obtaining available teaching positions.* Results of evaluation studies conducted since the College institutionalized TEPFO indicate improved teaching competence among program graduates.

*See statement by University of Washington Placement Director in Appendix A

As shown schematically in Figure 1, TEPFO provides elementary level interns a four-quarter sequence of integrated campus and field experiences; secondary level interns participate similarly over a three-quarter sequence.

<table>
<tr><th colspan="4">TEPFO ELEMENTARY PATTERN</th></tr>
<tr><th>FIRST QUARTER</th><th>SECOND QUARTER</th><th>THIRD QUARTER</th><th>FOURTH QUARTER</th></tr>
<tr><td>Learning and Evaluation Courses
Introductory Clinic and Electives</td><td>Reading and Language Arts Clinics and Electives</td><td>Mathematics, Science, and Social Studies Clinics</td><td rowspan="2">Certificated Teaching Practicum</td></tr>
<tr><td>Field Practicum</td><td>Field Practicum</td><td>Field Practicum</td></tr>
<tr><th colspan="4">TEPFO SECONDARY PATTERN</th></tr>
<tr><th>FIRST QUARTER</th><th>SECOND QUARTER</th><th>THIRD QUARTER</th><th></th></tr>
<tr><td>Learning and Evaluation
Teaching Strategies Clinic
Elective</td><td>Teaching Methods
Teaching Strategies Clinic
Elective</td><td rowspan="2">Certificated Teaching Practicum</td><td></td></tr>
<tr><td>Field Practicum</td><td>Field Practicum</td><td></td></tr>
</table>

FIGURE 1

Campus and Field Experiences Sequence For Elementary and Secondary Level TEPFO

Performance-Based Concept

The program emphasizes teaching behaviors to be demonstrated by interns in actual instructional settings. Program outcomes stem from the specification of three broad roles that interns are expected to demonstrate--teacher as a person, as a scholar, and as a facilitator of instruction. These roles relate to a conceptual model representing certain assumptions about the nature of teaching.

A primary assumption holds that teaching may be classified into four broad areas: (1) personal and professional, (2) instructional preparation, (3) instructional implementation, (4) instructional evaluation. The last three areas, having a linear and cyclical relationship represent universally accepted components of a systematic teaching process. The first area forms a foundation of affective and cognitive behaviors that directly influence

the degree of quality of a given intern's performance in an instructional situation.

Categories of characteristics and generic teaching skills, specified for each teaching area as basic performance goals, establish the following program outcomes for interns. In their unique teaching styles interns are expected to:

--display a positive concept of self in relation to their place, function, and responsibilities....

--exhibit knowledge of concepts, structure, and processes of their subject....

--manifest human qualities that enhance the potential for productive student learning....

--apply knowledge about important physical, psychological, social, and emotional characteristics of learners....

--acquire skill in the development and use of instructional objectives....

--prescribe learning activities, teaching strategies, and instructional materials to achieve objectives....

--demonstrate techniques for managing learning activities, instructional materials, physical equipment and environment....

--utilize multiple teaching strategies and techniques....

--emphasize processes that encourage interpersonal communication and humanistic interaction....

--apply knowledge about diagnostic, formative, and summative measurement techniques....

--integrate information from planning, instruction, feedback, and measurement in modifying instruction....

These outcomes correspond to the categories of teacher performance incorporated in the Performance-Based Evaluation Instrument (PBEI) employed in TEPFO. Evaluative criteria specified for each category are used to judge the quality of intern demonstration of each performance goal. (See Appendix B for instruments incorporated into the total TEPFO evaluation system.)

Field-Oriented Approach

This teacher education program is field-oriented, not field-centered--that is, *TEPFO is characterized by multi-quarter concurrent on-campus clinics and field practicums.* Learning experiences in both settings facilitate achievement of the specified performance goals by integrating, as closely as possible, the activities that occur in each setting. Topics studied in clinics are extended through relevant activities in the schools. Practicums provide application and practice experiences to reinforce clinic learnings within the context of the particular field setting, i.e., Metropolitan, Northline, and Seattle. These diverse field environments serve to individualize the program for interns.

Integration of Theory and Practice

Primary responsibility for assuring the integration of theory and practice in TEPFO rests with the clinic professors and administrative field coordinators, with assistance provided by the support personnel. Interns acquire theories about teaching in on-campus clinics, taught by the professors and their graduate assistants. Teaching practice in each pattern is organized and evaluated by an administrative field coordinator and a cadre of field supervisors.

As observed in Figure 1, campus experiences during the first quarter, emphasizing educational psychology, teaching strategies, classroom management and curriculum design are integrated with field activities that incorporate extensive directed observations of students and teachers.

In the middle quarter(s), clinics emphasize development of teaching skills as applied in major curriculum areas for elementary or secondary levels. Participation in classroom activities continues, with tutoring

experiences, then small group instruction, and eventually large group teaching. Seminars with the field coordinator, supervisor, and district specialists, supplement classroom and clinic activities.

Interns are in the field full-time during the final quarter. Temporarily certified at that time, they function under the supervision of their field associate teacher and the field coordinator. During this time, interns assume increased responsibility for full-time instruction and refine their teaching skills and techniques.

Collaboration Management System

Collaboration is the key concept of the program, woven into its entire fabric. The management system is based on a team approach made possible through careful planning to implement inter-agency decision-making in the selection, advisement, supervision, evaluation and recommendation of interns. The system also specifies responsibilities for each program role, a provision that tends to reduce the possibility of various role conflicts. Regular meetings of agency representatives assure opportunity for information sharing and problem solving. Data generated at these meetings contribute to modifications in the management system.

Systematic Intern Selection Process

The College maintains a TEPFO quota system established by the University, based on quarterly intake quotas for both elementary and secondary levels, with intake occurring any quarter except summer. A systematic selection process makes possible the identification of individuals who have the potential to complete the program successfully.

For the secondary level, this process starts with candidate recommendation by the Arts and Sciences academic department in which he or she is securing a teaching major, based on departmental criteria. Next, students apply in the College of Education to the TEPFO pattern of their choice. Applicants who meet all admission criteria have a campus interview with appropriate faculty. The final step involves a field interview, based on established criteria, with a team of school related persons from the selected pattern. For the elementary level, application in the College to a TEPFO pattern initiates the process, followed by steps outlined for the secondary level.

Selection into TEPFO occurs only after acceptance through the field interview process. Then a contract, portraying the entire program sequence, is signed by the candidate and the appropriate pattern faculty coordinator. This contract assures the intern that the program will be available as indicated and also permits the College to allocate faculty resources on the basis of quarterly intake information.

Temporary Intern Certificate

Interns spend multiple quarters under the direction and supervision of their assigned field associate teacher. To compensate these teachers for their valuable professional assistance, beyond their modest honorarium, a special feature has been designed in TEPFO. Interns hold the Preparatory Teacher Certificate (state of Washington) during the final quarter full-time internship if they taught successfully for a minimum of two weeks during the previous quarter and demonstrated acceptable performance on all PBEI evaluation categories.

Field associate teachers, therefore, have opportunity to engage in a variety of curricular and professional development activities, as their

supervisory responsibilities are reduced. Normally, interns assume the teacher's total responsibility for a minimum of five weeks during the final quarter.

The Preparatory Certificate is valid only for the specific preparation situation. Upon program completion, when interns are judged as having demonstrated competence on all PBEI categories, they are recommended for regular state of Washington certification.

Professional Staff Development

Staff development in TEPFO results from a variety of activities that emphasize development of competencies needed to implement role responsibilities. Activities take the form of credit-bearing seminars, quarterly orientation meetings, consultant assistance provided by administrative field coordinators and clinical professors, evaluation workshops and those provided by school district curriculum specialists.

Research and Evaluation Change Model

The TEPFO design makes possible a continuing evaluation of program strengths and weaknesses by having 1) a set of assumptions that provide a rationale for the training experiences, 2) performance goals describing terminal intern behaviors, 3) a management system that includes well-defined roles and responsibilities for all participants, and 4) a clearly delineated decision making model.

Evaluative data, collected throughout the program through all forms of evaluation, both formal and informal, establish a baseline of information for making decisions concerning program modifications.

PERSONNEL INVOLVED

Program personnel provide a wide diversity of services to interns enrolled in the teacher education program. These services are provided through the collaborative efforts of university, school district, and professional association personnel as shown in Figure 2 below.

SERVICES	University Professors	Field Assoc. Teachers	Admin. Field Coordinators	Field Coordinators	Teaching Assistants	Interns	School Principals	School Psychologists	School Department Heads	School Resource Specialists	Prof. Assoc. Representatives	University Administrators*	School District Admin.	Faculty Coordinators	
Teach related courses and seminars	x		x	x						x				x	
Supervise work of interns on a daily basis		x													
Observe intern and provide written evaluation	x	x	x	x	x		x		x					x	
Provide orientation to program	x	x	x	x	x		x		x	x	x	x	x	x	
Participate in intern selection process	x	x	x	x	x		x				x	x		x	
Participate in the placement of interns		x	x	x			x		x			x		x	
Coordinate on-campus and field work of intern		x										x		x	
Provide support services to intern	x	x	x	x	x		x	x	x	x	x	x	x	x	
Share responsibility for program governance	x	x	x	x	x	x	x				x	x	x	x	
Provide leadership in program evaluation	x		x							x		x	x	x	

*Dean of the College, Associate Dean for Teacher Education, Chairperson of the Area of Curriculum and Instruction, Director of Advisory Services and Field Experiences, and Director of Teacher Placement.

Figure 2
Personnel-Service Matrix

BUDGET

Undergraduate Instruction

Undergraduate and graduate instructional programs of the College of Education are supported from state funds and allocated to the College by the University. Undergraduate instructional costs are budgeted as follows for the current fiscal year.

	FTE	Amount
Faculty	42.6	$ 987,251
Graduate appointments and part-time faculty	5.6	61,127
Advisors and support staff	17.2	181,135
Operations support (supplies, services, equipment, travel)		27,135
	65.4	$1,256,648

Field Experience

A state funded field experience budget of $408,420 (annual) provides direct support to the teacher education program.

These funds cover costs of supervisory faculty and sub-faculty, including graduate assistants, district teachers, principals, and program coordinators jointly appointed by the College and selected school districts. Supervisory travel and related operational expenses are funded from this budget.

Administration

Administration of both graduate and undergraduate programs is funded by an academic administration budget of $226,593. The college dean, associate deans and central office staff are funded by this state supported budget. Non-recurring and temporary funds allocated to the College for use in the teacher education program are administered through a related operating reserve.

Grants and Contracts

Grant and contract expenditures for the College of Education, totaling $2,052,295 for the fiscal year ending June 30, 1978, provide some support for teacher education activities. One grant, budgeted at almost $175,000 for 1978-79, provides for 28 undergraduate bilingual fellowships as well as faculty, staff and operational support.

EVALUATION METHODS AND RESULTS

Research and evaluation are major components of the University of Washington teacher education program. Numerous investigative activities focus on various aspects of the program, some one-time only and others longitudinal in nature. Graduate students as well as faculty members are involved in these efforts.

To coordinate the many research activities, the College recently established a Research Advisory Committee composed of a faculty member from each Department of Education area plus a graduate student research assistant. Under the guidance of this committee, all data collected on the program are being organized into a computerized data bank. These data will be available to faculty and graduate students interested in researching some aspect of the teacher education program.

Several of the most representative efforts are summarized briefly to indicate the current emphasis of these investigations.

Two Year Study

As indicated in the program development section, a two year study, conducted on 1972-73 and 1973-74 certification candidates, compared participant attitudes in the TEPFO and traditional approaches. Teaching performance and attitude toward preparation experiences were assessed upon

certification and after one year of teaching experience.

Data for the dependent measures were obtained through use of the Performance-Based Evaluation Instrument (PBEI) shown in Appendix B, developed at the University in the early seventies, as a component of the larger developmental effort, and through a questionnaire concerning participant attitude toward effectiveness of the program in developing their teaching competence. The PBEI measures eleven categories of teaching performance, each related to one of four competency areas. Validity and reliability specification for the instrument had been established earlier. (Petery, 1974).

In general, TEPFO graduates were rated better on teaching performance at program completion and after one year of teaching than traditional program graduates. Attitudes toward preparation were consistently positive in both groups. Results of this study contributed to the College decision to shift the entire teacher education program to a TEPFO approach. (Beal and Dimmitt, 1975)

Longitudinal Study

An ongoing longitudinal study currently is in its sixth year. Certification candidates from 1972-73 through 1977-78 have been compared annually on the basis of teaching performance and attitude toward preparation experiences. These data form the foundation of the computerized data bank, presently storing information on over 3,000 students who completed the program since 1972. Analyses indicate a significant improvement in teaching performance after 1974-75, the year that the elementary level program shifted to the TEPFO approach.

Entry Characteristics Study

Descriptive data on persons entering TEPFO during 1977-78 have been collected along with teaching performance measures on each student. These data are now being analyzed in an attempt to identify possible predictors of success in our preparation program. Results will be considered when refining the intern selection process.

Northline Internal Evaluation Study

The Northline Pattern is conducting a self-study, using a mini-grant from the Office of the Superintendent of Public Instruction. The evaluation focuses on perceptions of all program participants of the management and conceptual components within the Consortium. Of particular interest is the extent to which responsibilities assigned to each role are perceived by others to be implemented effectively. The final report currently is being prepared.

Results of these and all other evaluation and research efforts contribute to a growing body of information about the program, thereby permitting decisions about program modification to stem from an established information base.

CONTRIBUTION TO THE IMPROVEMENT OF TEACHER EDUCATION

Over the past decade many concepts and procedures emerged from the literature and research in teacher education that many specialists believe to be preferred approaches to the education of teachers. Indeed, many of these concepts and procedures have become institutionalized in the accreditation standards of NCATE and in revised certification requirements issued by state education agencies. The application indicates that the University of Washington program has converted those developments and trends into program objectives and has developed, implemented, and institutionalized a teacher education program based on them.

We believe the testimonials included in Appendix A of this application are very convincing in addressing the matter of the contribution of the University of Washington program to the improvement of teacher education in the local area, the State of Washington and in the nation. As an example we provide the following excerpt from the letter of Dr. Frank B. Brouillet, State Superintendent of Public Instruction:

> The University is the only public institution in the state which has implemented a field-oriented, competency-based preparation program which involves field personnel, members of various schools and departments of the University campus, and relevant professional organizations in the development and implementation of the program. Your experiences with elements of the program and your research and investigative efforts have provided needed data for this agency and the State Board of Education as we undertook to revise program development/approval standards and certification requirements.

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APPENDIX A

COMMENTS OF STATE AND LOCAL
EDUCATIONAL LEADERS

SPI **Superintendent of Public Instruction**
DR. FRANK B. BROUILLET · OLD CAPITOL BLDG., OLYMPIA, WASH. 98504

October 24, 1978

RECEIVED BY OFFICE OF THE DEAN
OCT 2 0 1978
COLLEGE OF EDUCATION

Dr. Frederic T. Giles, Dean
School of Education
University of Washington
Seattle, Washington 98195

Dear Dr. Giles:

I was pleased to learn that the University of Washington will be applying for the AACTE Distinguished Achievement Award.

I take this opportunity to acknowledge the many contributions which you and your staff have made to our efforts in Washington state to develop and implement new approaches to professional education. The University of Washington has managed to achieve what many believe too impossible even for a small college -- institution-wide change in its teacher education program. The University is the only public institution in the state which has implemented a field-oriented, competency-based preparation program which involves field personnel, members of various schools and departments of the University campus, and relevant professional organizations in the development and implementation of the program. Your experiences with elements of the program and your research and investigative efforts have provided needed data for this agency and the State Board of Education as we undertook to revise program development/approval standards and certification requirements.

If there is any information or materials which this office or its staff can offer to support your application for the Distinguished Achievement Award, please contact me or staff.

We wish you well. Your program is one which exists in fact as well as on paper.

Sincerely,

Frank B. Brouillet

Frank B. Brouillet
State Superintendent
of Public Instruction

FBB:cjr

NORTHSHORE

SCHOOL DISTRICT #417

18315 Bothell Way N.E.
Bothell, Washington 98011

October 19, 1978

Dr. John Jarolimek
Associate Dean for Undergraduate
Studies and Teacher Education
College of Education
201 Miller Hall DQ-12
University of Washington
Seattle, Washington 98195

Dear Dr. Jarolimek:

This letter is for the purpose of supporting the application of the College of Education at the University of Washington for consideration for the AACTE Distinguished Achievement Award.

It has been the privilege of Northshore School District, a district of over 13,000 students with 693 certificated staff members, located about 13 miles northeast of the University of Washington campus, to have been an original and continual partner in the development of the Field Oriented Teacher Education Program, a program which we believe to be one of the finest in the nation for the preparation of teachers. This program, now based in three districts, has provided the vital contact with students, classroom teachers, administrators, and University of Washington professors in a well coordinated program that results in a product that is incomparably prepared to assume teaching responsibilities upon graduation.

Not only are the teachers from the University of Washington College of Education the best prepared beginning teachers we employ, they also demonstrate leadership qualities and poise that are unexcelled by other candidates in general. This we attribute to the amount of one-on-one counseling and guidance and the vast number of experience opportunities provided in the program, especially during the last two or three quarters.

It is difficult to commend the program to the degree it merits. We in Northshore School District are proud to be a part of the program and can readily attest to the fact that the over-all competency and capability of our certificated staff has been improved considerably by the employment of many beginning teachers who have experienced the Field Oriented Teacher Education Program developed collaboratively through the University of Washington College of Education and local districts.

It is my sincere hope that the College of Education at the University of Washington will receive the recognition it deserves for the development of a teacher preparation program that has contributed so much toward the improvement of educational opportunities of youth with whom these well prepared educators have and will come into contact.

I am confident that those of you destined to select an AACTE Distinguished Achievement Award recipient will give the University of Washington College of Education the consideration it merits.

Sincerely,

Lee Blakely

Lee Blakely
Superintendent

LB:at

SEATTLE PUBLIC SCHOOLS
ADMINISTRATIVE AND SERVICE CENTER • 815 Fourth Avenue North • Seattle, Washington 98109

October 26, 1978

Dr. Frederic T. Giles, Dean
College of Education
222 Miller Hall - DQ-12
University of Washington
Seattle, Washington 98195

Dear Fred:

I would like to commend you and the College of Education at the University of Washington for the outstanding job you have done in teacher education. I not only appreciate the undergraduate program but also the graduate program and the special assistance which the faculty of the College of Education has given to the Seattle Public Schools. We think your institution has been a leader in providing us with teachers who come out with an understanding not only of basic skills but also training to deal with a multi-ethnic, multi-cultural population which Seattle Public Schools must serve.

Certainly, having your institution within our school district has strengthened the Seattle Public Schools and has assisted us in doing a better job of delivering good education to a very diverse population.

I certainly believe the College of Education is worthy of being considered for the AACTE Distinguished Achievement Award. The College of Education of the University of Washington has been truly an outstanding leader not only for Seattle but also for the entire state and nation.

Congratulations, and continue the quality job you have been doing.

Sincerely yours,

David L. Moberly
Superintendent

DLM/jb

SHORELINE PUBLIC SCHOOLS

October 26, 1978

Dr. John Jarolimek, Dean
Undergraduate Studies and Teacher Education
Office of Teacher Education
University of Washington
Seattle, WA 98195

Dear Dean Jarolimek:

This letter is in support of the College of Education application for the AACTE Distinguished Achievement Award.

Shoreline School District has been a participant in the Northline-University of Washington Teacher Certification Consortium from its inception six years ago. The district and the four other agencies, of which the University of Washington College of Education is one, have worked cooperatively to develop a teacher certification program which is not only exceptionally effective in training teachers new to the field, but is also effective in broadening the horizons and teaching art of staff working with interns. Our staff share, from time to time, in teaching interns at the University. The reciprocal is true with professors teaching in the school district. Seminars for interns are taught by experienced teachers, professors, curriculum specialists, etc., all working together to provide an optimum experience for interns.

These cooperative efforts, coupled with the outstanding service of Mrs. Lillian Hancock who serves as a communicator and facilitator, have increased understanding, participation and cooperation among the agencies involved.

The willingness of the University of Washington to involve local school districts and local education associations in the training and certification of teachers has placed it in a leadership posture among colleges and universities in Washington State.

Educational Service Center
NE 158th and 20th NE
Seattle, Washington 98155
Phone: 206-362-7900

I believe the University of Washington is very deserving of receiving the AACTE Distinguished Service Award.

Sincerely,

William G. Stevenson

William G. Stevenson
Superintendent

cb

Mercer Island School District #400
4160 86TH AVENUE SOUTHEAST • MERCER ISLAND, WASHINGTON 98040 • 206 232-1660

October 25, 1978

Dean John Jarolimek
Associate Dean for Undergraduate
Studies and Teacher Education
University of Washington
Seattle WA 98195

Dear Dean Jarolimek:

It is a genuine pleasure to write in support of the University of Washington's candidacy for the AACTE Distinguished Achievement Award. The leadership role of the College of Education in the field of teacher education has long been recognized by our school district.

Typical of this leadership is the institution of and the continued refinement of the Metropolitan TEPFO Program. In fact, as this letter is being written, representatives of the College of Education are meeting with our Director of Personnel to explore possible means to facilitate more consistent feedback from the teacher and administrator working with TEPFO in the field.

Meetings are also scheduled to begin with building principals soon. It is this kind of leadership and initiative that is drawing the University and the surrounding school districts together in the task of producing better teachers.

It is also worthy of note that an institution of your size has not lost sight of each individual student. The caring and concern for each student teacher is demonstrated daily by Andrea Coglan, the field associate with whom our district works.

Finally, one cannot speak of leadership in education without mention of Frederic T Giles. Dean Giles has long been a pillar in the educational community, and the Mercer Island School District Board of Directors has recognized this by seeking his counsel when involved in its most important task--selection of a superintendent.

In short, we appreciate your leadership, respect, and enjoy your people, and like to hire your graduates. You richly deserve the AACTE Distinguished Achievement Award.

Sincerely,

Craig B Currie
Superintendent of Schools

cs

Renton School District 403

435 Main Avenue South, Renton, Washington 98055

October 23, 1978

Dr. John Jarolimek
Associate Dean for Undergraduate
Studies and Teacher Education
201 Miller Hall DQ-12
University of Washington
Seattle, WA 98195

Dear John,

This letter is written to express appreciation and thanks to you, Dr. Giles, Dr. Foster, Dr. Dimmitt and other teacher education faculty for your responsiveness to those of us in the suburban Seattle area in regard to the preparation and continuing education of teachers.

The collaborative relationship which you have established with our school districts is, in my judgement, one of the major reasons for the high degree of success which your program has enjoyed. Educational preparation grounded in a discipline, in educational philosophy, in theory, in methods and in practice when combined with an intern field experience, has enabled your program to produce high sought-after and competent teacher candidates. I am happy to report that your graduates are sought after, valued and hired over most other available candidates. We, in the field, know that your graduates are carefully screened before admission to the program and that they are carefully prepared once they are admitted. That is a strong vote of confidence for your program.

Your willingness to adapt and collaboratively adjust your program in light of district levy failures and declining enrollments is much appreciated. My only sadness is a personal one. It is that we, here in Renton, were not able to continue to support financially our two year intern program which was so successful and so beneficial to our district. Fortunately, many of the teacher interns who were trained in that program remain with us and form the core of an outstanding group of early mid-career teachers.

Thank you again for your commitment to our profession and for your willingness to listen and respond to the needs of the field. Hope to see you again soon.

Very sincerely,

Jack S. Thompson

Jack S. Thompson
Director of Secondary Education

jt

BOARD OF DIRECTORS
JOHN R. VEATCH, CHAIRMAN
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Central Kitsap School District No. 401
10120 Frontier Place N.W., P.O. Box 8
Silverdale, Washington 98383
(206) 692-3111

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SUPERINTENDENT
DR. HARRY L. GUAY
ASSISTANT SUPERINTENDENT
(CURRICULUM AND INSTRUCTION)
HAROLD M. HOOVER
ASSISTANT SUPERINTENDENT
(BUSINESS AND FINANCE)
DR. MARY LOU ENSIGN
ADMINISTRATIVE ASSISTANT
(PERSONNEL AND PUBLIC INFORMATION)

October 26, 1978

Dr. John Jarolemek
Associate Dean for Undergraduate
Education
200 Miller DQ 12
University of Washington
Seattle, Washington 98195

Dear Dr. Jarolemek:

This letter is in support of the University of Washington's "Teacher Education Program Field Oriented" (TEPFO). I have been associated with this field oriented teacher training program for more than seven years. Initially I was involved in the development of the program as a building principal and helped to develop guidelines related to field experiences for selected interns and placing them in teaching situations with selected teacher supervisors. This aspect of the program has tremendous implications for providing students going into the profession with the opportunity to be successful, or at least have an opportunity to decide whether they want to go into teaching.

My first experience with the program I noted that it required a lot of work on the part of University and school district personnel, however, I felt that this time was well spent in relationship to the end product.

For the past several years, as an administrator in another school district, I have been on the other end of the program, and have been involved in the placement of teachers trained in this program into the classroom. My first impression, and I think it is born out by some research, is that during the first few years of teaching, students trained in this program tend to be more successful because of the extensive experience in opening school, following a program through the year and then closing the school year. Over a full year internship students are able to master, through the field experience, many additional skills they were unable to gain under a one quarter program.

In conclusion I would have to say that during this period of time, when there are not as many job needs in education, this type of program seems to fill our needs. I would like to see such a program established in all of our teacher training institutions.

Sincerely,

Harry L. Guay

Dr. Harry L. Guay
Assistant Superintendent for
Curriculum and Instruction

HLG/mw

COMMENTS OF THE UNIVERSITY OF WASHINGTON
PLACEMENT DIRECTOR

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

Placement Center

October 26, 1978

Professor John Jarolimek
Associate Dean for Undergraduate Education
College of Education
200 Miller Hall DQ-12
University of Washington
Seattle, Washington 98195

Dear Dean Jarolimek:

It is a pleasure to respond to your query about how public and private school personnel who hire and work with our TEPFO graduates feel about them. As you know from past conversations with me about our graduates, our graduates are extremely competitive in the tight local and state teachers' market.

When our TEPFO graduates who had three or four quarters of field-oriented experience competed with graduates who had only one quarter of classroom teaching, the TEPFO graduates always came out as the winners. During conversations with recruiters on campus and in districts or on the telephone, recruiters comment about the broad base of knowledge and experience which TEPFO provides the beginning teacher. Comments such as the following are common:

"Your TEPFO graduates are more than beginning teachers. They have been exposed to and involved in a total school year and can talk about and deal with education in a way that amazes me."

"What a shame that all teachers in preparation do not have the opportunity to experience a long term exposure to the classroom and all the facets of being a teacher that your TEPFO students get."

"As a principal of a multiracial school, I find your UW graduates with their requirements in multiethnic courses are the top candidates for employment. Not only do they have an extended experience teaching children, but they are ahead of the field in multiethnic understandings."

"The UW's tightened admission and screening procedures have impressed me immensely. I note a true commitment to teaching in your graduates, and they do know how to plan and interact with students in the classrooms."

"When I hire a TEPFO graduate, I know that I won't have to spend hours of my time helping the teacher through the first months of school solving management problems. Extended exposure to teaching provides UW graduates with knowledge of management that exceeds many experienced teachers' ability to work with children."

301 Loew Hall, FH-30/Telephone: (206) 543-0535

The University of Washington adheres to a policy against discrimination in employment based on race, color, creed, sex, age, or national origin. Use of the Placement Center is available only to employers who comply with this policy.

I could go on at length about the comments these people make because the comments are freely made and provide solid support for our program of teacher education at the undergraduate level. Negative comments? I don't hear negative comments about our program, but I occasionally hear a comment about how wonderful it would be to hire "truly perfect teachers." Since it is probably impossible to prepare "truly perfect teachers," I feel comfortable in working with public and private schools who seek our graduates for employment. Like the employers, I feel our graduates at the elementary and secondary level are top candidates.

Sincerely,

Ivan L. Settles

Ivan L. Settles
Director

ils/g

COMMENTS FROM PROFESSIONAL ASSOCIATION LEADERS

SHORELINE EDUCATION ASSOCIATION

486-7101 17505 68TH AVENUE NE • BOTHELL, WASHINGTON • 98011

October 25, 1978

TO WHOM IT MAY CONCERN:

The University of Washington Teacher Education Pattern Field Oriented (TEPFO), planned, piloted, and formalized as the Northline Consortium, K-12, in the Shoreline School District #412 has been an exciting and rewarding experience for the teachers in our district. The professional organization has been an active functioning part in the triad: University of Washington, Shoreline School District, and Shoreline Education Association; not just in theory, but a real cooperative effort by all parties that is unique.

Speaking from a professional organization's point of view, it is felt the strengths of this program are many and extensive:

1. The program was jointly planned by classroom teachers, interns, administrators, and University professors.

2. The longer field experience though demanding on all concerned, allows effective screening of applicants and sufficient time for refinement of teaching skills.

3. For the first time a greater latitude is the teachers' in giving our approval or disapproval of a candidate for the profession.

4. The administrator of the program in the field is a joint appointee of the University and the professional organization, a teacher from our own ranks who has a deep loyalty, places high value on teachers' input, and represents all parties fairly.

5. The program in the district has been viewed as an important part of staff development in that teachers frequently respond that their own teaching has been improved as they have been stimulated to excellence by modeling for and evaluating interns.

I feel very strongly about the excellence of the program:

1. As a classroom teacher I had an active part as chairman of a Task Force Committee in the development of the program.

2. I have had several interns and experienced having suggestions concerning program improvement acted upon by the University.

Being active in the professional organization during the years of the development and implementation of the program, and now as current president of the Shoreline Education Association, I know we have a truly cooperative triad. Teachers have an important input in the selection and training of those who will be their peers in the profession. This and the other strengths we see cause us to wholehearted feel that the University of Washington's Teacher Education Program is outstanding.

Sincerely,

Edward E. Orsborn

Edward E. Orsborn
President

NORTH SHORE EDUCATION ASSOCIATION

17505 68TH AVENUE NE BOTHELL, WASHINGTON 98011 (206) 486-7101

October 27, 1978

To Whom It May Concern:

The North Shore Education Association along with the Shoreline Education Association, the Northshore School District, the Shoreline School District and the University of Washington, planned and continue to develop the Northline-University of Washington Teacher Certification Consortium. The close working relationship between the University of Washington and the North Shore Education Association has benefited both agencies.

Through the participation of the North Shore Education Association on the policy-making board, the University of Washington teacher education program enjoys a continuing communication with teachers in the field. Policies made reflect the interest of professional educators from the Association. Further, representatives from the North Shore Education Association are involved in the process of selection of applicants into the intern program. Participation in the process helps assure selection of candidates who will exhibit high professional standards.

Members of the North Shore Education enjoy other advantages. Teachers in the field are provided the opportunity for actual participation in teacher education. By virtue of an intern's extended field assignment, a classroom teacher has viable opportunities to share teaching styles and philosophies. In addition, the teacher has the opportunity to further his or her own professional development. Course work and contact with professionals in teacher education are two of many opportunities for growth.

The close collaborative effort between the North Shore Education Association and the University of Washington is maintained by a liaison person in the role of coordinator. The person selected as coordinator must be a certificated employee of the Northshore School District. This unique position allows the best possible service to all staff members in the District because the coordinator knows people, programs and procedures.

In view of the many benefits of the reciprocal arrangement between the North Shore Education Association and the University of Washington, I am extremely pleased to support the application of the University of Washington for the Association of Teacher Educator's Distinquished Program Award.

Joanne Dunn

Joanne Dunn, President
North Shore Education Association

JD:sh

COMMENTS OF GRADUATES OF THE UNIVERSITY OF WASHINGTON
DOCTORAL PROGRAM WHO HAVE PERSONAL KNOWLEDGE
OF THE TEACHER EDUCATION PROGRAM
AT THE UNIVERSITY OF WASHINGTON

Comments

I would like to vigorously endorse the Teacher Certification Program at the University of Washington. It is a sound and seasoned performance-based field-oriented program that represents some of the best of what is known about teacher education. It is clearly deserving of national recognition.

Dr. Anna S. Ochoa
Associate Professor of Social Science Education, Indiana University and President, National Council for the Social Studies

I am pleased to forward a few comments concerning the quality of the College of Education and the teacher education programs at the University of Washington.

My observation was and remains that the institution has an outstanding team of personnel who are nationally prominent and intimately involved with the total university community. The quality of the intellectual environment was a most stimulating one for students and faculty alike during my stay. It also goes without saying that the College of Education, for many years, has provided outstanding leadership in the field of social studies teacher education.

My best wishes to you and your colleagues for much success in attaining the AACTE award. Please give my regards to all.

Dr. Peter H. Martorella
Director, Graduate Program in General Education and Professor of Social Studies Education, Temple University, College of Education, Philadelphia, PA

My Post-Doctoral year at the University of Washington convinced me that that institution provided students and the profession with an effective and exemplary teacher preparation program.

Dr. Carl Schomburg
Professor of Education, Department of Curriculum and Instruction, University of Houston, Houston, Texas

Being a University field coordinator in the performance-based teacher education program for three years helped me immensely in my doctoral studies at the University of Washington from 1971-1974. I learned a

great deal about the characteristics of a good teacher and teaching performance in the classroom.

It has also been valuable to me since graduation. In my present position, I am responsible for all district inservice. This year our focus for district administrators is the improvement of teacher evaluation procedures. The University of Washington performance - based teacher education materials and experience have been most useful to me in planning the inservice sessions.

Dr. Marie E. Hopke
Curriculum Director, West Linn School District, West Linn, Oregon

Participation in the University of Washington TEPFO program influenced and augmented my doctoral studies and dissertation research. Planning and teaching a TEPFO course and working as a University field coordinator with TEPFO students and field associates not only benefited my University of Washington graduate studies but also has proven invaluable as background for my past and present responsibilities at Portland State University.

As Director of Field Experiences and Student Teaching (1974-1976), I initiated the planning and writing of Portland State University's Exiting Competencies for Student Teachers, a document substantially influenced by the University of Washington's competency-based teacher development program. In my current teaching and supervisory position I am still indebted to the outstanding preparation provided by the University of Washington's graduate teacher education program, in general and the TEPFO experiences, in particular.

Dr. Shirley R. Petery-Prather
School of Education, Portland State University, Portland, Oregon

While in residence for graduate study at the University of Washington, I was associated with the teacher certification program, working with both prospective elementary and secondary school teachers. The program's consistently high standards and overall excellence were demonstrated in several ways; three characteristics were most noticeable to me. The cooperation between the university faculty and the school teachers and administrators made it possible to experiment with several preservice teaching models, meeting specific needs of students and accommodating their diverse backgrounds and experiences. In addition, the academic performance expected of students was of an exceptionally high order, and the curriculum and instructional methods courses were

Comments

While working on my doctorate at the University of Washington, I was fortunate enough to be involved with the performanced based teacher education program at the University. That was my first exposure to the concept of identifying specific teaching competencies to be used for both instructional and evaluative purposes in teacher education. That concept seemed to work so well, that I have tried to apply some of its tenets to the graduate education of reading specialists within the context of my current position at the University of Colorado. Here too, the concept seems to work well. The program at the University of Washington is a fitting showcase for its application; I was grateful then - I am grateful now that I was exposed to the University's program during my graduate education.

Dr. Robert J. Marzano
Associate Professor of Reading Education, School of Education, University of Colorado at Denver, Denver, Colorado

I am most pleased to report that the years I spent in the graduate training program at the University of Washington have been invaluable. After I completed my doctoral work I was hired at Boston University to establish a field-based undergraduate program--a program to be designed in large part on my field work in urban Seattle. I'm proud to say that less than six months after arriving in Boston, I was able to establish a model field-based program. Subsequently, I have spent six exciting years engaged in university teaching of over 500 undergraduate students who have interned at more than 15 schools in the city of Boston.

Dr. Anton Lahnston
Assistant Professor of Education, Boston University, Boston, Massachusetts

The focus of my doctoral studies was curriculum and instruction with an emphasis on teacher education. The fact that the University of Washington was deeply involved in performanced-based teacher education programs significantly improved the opportunities afforded me. I was able to participate in discussions of such topics as research in teacher education, comprehensive models for preparing elementary teachers, and the factors involved in establishing consortiums. Further I was able to be actively involved in supervising a field-oriented teacher education program and learn first hand the many facets of such a program.

One of the major responsibilities in my current position as Director of Curriculum is the area of inservice education. The knowledge and practical experience I gained through involvement in the field-oriented teacher education programs at the University of Washington has been of great value to me.

Dr. Beverly A. Forbes
Director of Curriculum and Instruction, Renton School District #403, 435 Maine Avenue, South, Renton, Washington

Comments

I wish to take a moment to express my appreciation for the superior graduate level teacher training program at the University of Washington. The Doctoral Degree Program that I experienced between 1968 and 1972 demonstrated a philosophical and practical excellence that provided me with knowledge and skills invaluable to my professional life. The School of Education certainly reflects sound academic leadership and a commitment to the highest ideals of the profession.

Dr. Richard A. Cole
Curriculum Specialist, Portland Public Schools Area I, 6318 Southwest Corbett Street, Portland, Oregon

It gives me great pleasure to have this opportunity to express my high regards for the teacher education program provided at the University of Washington. Of the many benefits I derived from the program first and foremost are those personal and professional rewards that naturally result from improved competence in one's chosen field. The knowledge and experience gained from my studies at the University have been invaluable in helping me carry out my present job responsibilities for curriculum materials development and teacher inservice training.

I cannot speak too highly of the program, nor of the calibre of instruction provided. This has not only contributed to my ability to fulfill current job expectations, but has also opened additional avenues for professional growth and employment.

June V. Gilliard
Director of Curriculum, Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY

COMMENTS OF PROFESSORS FROM AFFILIATED
DEPARTMENTS AND THE COLLEGE OF ARTS AND SCIENCES

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

School of Art

October 26, 1978

Dr. John Jarolimek
Associate Dean for Undergraduate Studies and Teacher Education
College of Education
Campus DM-10

Dear Dean Jarolimek:

As chairman of the Art Education program in the School of Art, I am happy to have the opportunity to express my appreciation and that of my colleagues for the excellent relationship we have enjoyed with the College of Education under the direction of Dean Frederic T. Giles. Through the collaboration of the faculty and staff of the Office of Field Experience and the Advisory Office, we have been able to place student teachers and observers in art education in the best art programs in Seattle and in the neighboring school districts. The innovation in the College of Education of an extended internship program is unique in teacher education in the United States and places the University of Washington in a position of leadership in this field.

In addition, through the generous cooperation of the administration and faculty of the College, we have been given firm support in our own graduate and undergraduate programs.

My experience as a member of the Teacher Education Council and of several committees in or associated with the College of Education has brought me into contact with many members of the College faculty. I hold these colleagues in high regard, both as intelligent individuals and as dedicated educators.

Non-education faculty members involved with teacher education at the University of Washington are fortunate to be associated with the faculty and staff of the College of Education.

Sincerely,

Hazel Koenig

Hazel Koenig
Associate Professor of Art
Chairman, Art Education Program

HK:js

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

October 24, 1978

Department of Mathematics

Professor John Jarolimek
Associate Dean for Undergraduate
Studies and Teacher Education
College of Education
Miller Hall DQ-12

Dear Professor Jarolimek:

It is most appropriate at this time to note a number of ways in which the College of Education has improved its excellence in recent years.

It was one of the first colleges to recognize the fierce competition which was bound to take place for the diminishing number of secondary teaching opportunities. In order to better train its teachers-to-be, it established the year-long TEPFO program which has proved to be exceedingly beneficial. A rule was also put into effect requiring all graduating teachers to have taken at least one course emphasizing cultural ethnicity.

The end result has been a smaller but better equipped group of graduating teachers to compete for the considerably reduced number of teaching positions. With this same goal in mind the Natural Sciences and Mathematics Field Committee instituted a requirement that each graduating teacher in these disciplines must complete 30 credits (essentially a minor) in some other discipline to provide a second teaching competency.

For the reasons cited above, I believe the College of Education is to be congratulated on its academic innovations and I wish it continued success.

Yours sincerely,

J. Maurice Kingston

J. Maurice Kingston
Executive Assistant

JMK:db

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

Department of Geography

October 25, 1978

Dr. John Jarolimek
Associate Dean for
Undergraduate Studies and
Teacher Education
College of Education
University of Washington

Dear Professor Jarolimek:

For some years now, I have been wishing to express my appreciation and to commend the efforts of the faculty of the College of Education to include non-education faculty members on the various committees within the College. The more important of these committees are the Teacher Education Council and the seven field committees. The former includes one faculty member from each of the field committees. I have been a member of the Social Sciences Field Committee for these past few years.

I have appreciated the responsibility the Social Science Field Committee has been given in making recommendations on such very important matters as educational goals and policies, teaching majors and minors, revision of existing programs and the evaluation of new ones, teacher certification criteria and requirements, and admission policies. The Social Science Field Committee, and I am sure this is equally true for the other field committees, has been and continues to be a very useful bridge between the faculty of the College of Arts and Sciences and the College of Education in coordinating their respective educational goals.

These past ten years have seen many important changes which have improved the quality of teacher education. The continued involvement of non-education faculty members at the University of Washington has played a very important role in the changes.

Sincerely,

George H. Kakiuchi

George H. Kakiuchi
Associate Professor

GK/wb

408A Smith Hall / Telephone: (206) 543-5843

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

Department of Speech Communication

October 25, 1978

Dean John Jarolimek
Associate Dean for Undergraduate Studies
& Teacher Education
College of Education
University of Washington 98195

Dear Dean Jarolimek:

As a faculty member in the Speech Communication department who has been closely involved with teacher education at the University of Washington, I would like to express my support for the submission of the teacher education program for the AACTE Distinguished Achievement Award.

This is my second year of association with the secondary teacher education program, and I am glad to be a part of it. Being a newcomer to the state of Washington, I was pleased to learn of a program such as the one in existence at the University of Washington. The program is one of the most extensive field-oriented programs in the country. One special feature that contributes to the success of the program is that non-education faculty are an integral part of it. Faculty members such as myself, with primary teaching appointments in other departments, but with an interest in and background in education, are able to function as supervisors for student interns in their own departments. This provides students with the opportunity to be directed by those who are experts in the respective content areas as well as experts in education. The close working relationship between the College of Education and other academic departments across campus is mutually beneficial for all of those involved.

The involvement of non-education faculty members, as well as the field-oriented nature of the program, are two strengths of the teacher education program at the University of Washington that serve to recommend it for the AACTE Distinguished Achievement Award.

Cordially,

Ann Q. Staton-Spicer

Ann Q. Staton-Spicer, Ph.D.
Assistant Professor

AQS-S:dkw

107 Parrington Hall / Telephone: (206) 543-4860

University of Washington Correspondence

INTERDEPARTMENTAL

Center for Chicano Studies, B523 Padelford Hall, GN-09

October 26, 1978

TO: John Jarolimek, Associate Dean
College of Education
Miller Hall, DQ-12

FROM: James A. Vasquez, Director
Center for Chicano Studies

SUBJECT: Views on Teacher Education Program

I am taking this opportunity to express my appreciation for the Teacher Education Program in the college of Education. In my capacity as Director of the Center for Chicano Studies at this University I am continually being called by administration and teaching personnel in school districts throughout the state. Often these calls are for the purpose of identifying candidates for teaching positions (in programs that are in need of bilingual teachers) who have received training to prepare them for teaching in bilingual, multi-ethnic environments. It is always somewhat satisfying to be able to recommend individuals from the Teacher Training Program at this University, and to hear of their subsequent success in the field.

As president of the Washington Association for Bilingual Education it is also necessary at times to recommend to individuals of Chicano, American Indian and Asian American backgrounds where they might find strong programs to prepare them further to teach children from these ethnic groups. In my opinion the various ethnically related programs in the College of Education are the most qualified in the region, and almost certainly in the entire state, for meeting these needs.

Without doubt the College has shown visible leadership in fostering the development of these programs. The various associations my position allows me to maintain indicate to me that such leadership is paying off in terms of the quality of individual that leaves the program for the teaching profession.

Be assured the services of the Center for Chicano Studies are available should they be needed at any time.

JAV/jm

cc:Fred Giles, Dean
College of Education

APPENDIX B

EVALUATING TEACHING PERFORMANCE IN THE FIELD-ORIENTED TEACHER CERTIFICATION PROGRAM

UNIVERSITY OF WASHINGTON

Evaluating Teaching Performance in the Field-Oriented Teacher Certification Program

Assessment of intern performance in the University of Washington field-oriented teacher certification program (TEPFO) utilizes both formative and summative evaluation processes in clinic and field settings. This package contains instruments and support materials that permit continuous formative analysis and feedback for interns during the multi-quarter teaching practicum and a summative evaluation that encompasses the total range of teaching behaviors included in the program, establishing a record of intern competence demonstrated throughout the TEPFO experience.

The comprehensive performance of TEPFO interns is assessed according to criteria contained in the performance-based evaluation instrument (PBEI, EXHIBIT I), developed by Dr. Norma M. Dimmitt and the field experience faculty. Field tested by University staff, classroom teachers, and students over a five-year period, the inter-rater reliability of the instrument was established in a doctoral study, (Petery, 1974) and its performance criteria were validated through factor analysis (Beal, 1975).

The PBEI is based on a conceptual model (EXHIBIT II) representative of certain assumptions about the nature of teaching. A primary assumption of the model holds that teaching may be classified within four broad areas: (1) instructional preparation, (2) instructional implementation, (3) instructional evaluation, and (4) personal and professional characteristics. The first three areas, having a linear and cyclical relationship, are assumed to be universally accepted components of a systematic teaching process. The fourth area forms a foundation of affective and cognitive behaviors that directly influence the degree of quality a given intern is able to produce.

As observed in EXHIBIT II, categories of generic teacher performance are specified for each area. These categories relate directly to performance objectives for the Teacher Certification Program (EXHIBIT III). It is not intended that this model of teaching includes all behaviors involved in the teaching proces, for it is recognized that some aspects of teaching defy definition and measurement. However, this does not negate a performance approach to teacher evaluation. To the contrary, this condition makes all the more necessary a classification of knowledge and performance skills as a baseline of teacher competence that can be learned and evaluated. Having mastered these competencies, an intern gains a frame of reference for continual self-improvement.

The extended classification of teaching performance areas and generic categories (EXHIBIT IV), portrays the hierarchical nature of the PBEI. This extended classification identifies the performance criteria for each generic category included on the PBEI. In addition, each criterion is accompanied by selected measures - - that is, examples of specific teaching behaviors which can be considered evidence that the associated performance criterion has been achieved.

Obviously measures included in Exhibit IV don't represent the only samples to be considered for a given performance criterion. It is recognized that these may be totally inappropriate for certain teaching situations. However, this extended classification functions as a model for identifying demonstratively relevant measures by suggesting types of teaching behaviors that might be associated with each performance criterion. This model, viewed as being both emperical and heuristic, is subject to continuous evaluation and refinement.

EXHIBIT V presents the instrument employed when observing and assessing an individual lesson. This instrument includes performance criteria from the PBEI that can be observed in a single sample of teaching.

Assistance provided University faculty and personnel in employing the PBEI include the delineation of criteria for the Likert scale points (EXHIBIT VI) and suggestions for completing the evaluation instrument (EXHIBIT VII). In addition, all involved persons receive special training in using this evaluation package.

UNIVERSITY OF WASHINGTON — COLLEGE OF EDUCATION

EVALUATION OF FIELD EXPERIENCE TEACHING PRACTICUM

Student _____
Last Name First Middle Maiden

Assignment _____ 1st 2nd 3rd 4th
Dates Hours per quarter

_____
Subject(s)/Grade level School/District

_____
Student (Signature)

PERTINENT INFORMATION ABOUT FIELD ASSIGNMENT:

INFORMATION COPY

SPECIFIC RECOMMENDATIONS FOR FIRST-YEAR ASSIGNMENT:

Academic Major(s) Level(s)

Academic Minor(s) Level(s)

Other areas of competence:

_____
Faculty Coordinator (Signature)

_____
Field Associate Teacher (Signature)

_____
University Field Coordinator (Signature)

_____
Norma M. Dimmitt, Director of Field Experiences

PERFORMANCE CRITERIA RATING SCALE:

Four areas of teaching performance are included: (1) Professional and Personal, (2) Instructional Preparation, (3) Instructional Implementation, (4) Instructional Evaluation. Behaviors considered essential to effective teaching are specified for categories within each area. Space is provided (*) for reporting behaviors unique to this student, setting subject. The performance profile to the right is based on the following five-point scale:

(O) Outstanding:	Far exceeds expectations for a beginning teacher.
(E) Excellent:	Exceeds expectations for a beginning teacher.
(G) Good	Meets expectations for a beginning teacher.
(W) Weak:	Barely meets expectations for a beginning teacher.
(U) Unsatisfactory:	Does not meet expectations for a beginning teacher.

Performance criteria are assessed to the left, using these scale definitions:

(+) Noticeable strength	(u) Unsatisfactory
(s) Satisfactory	(z) Not observable in this situation
(-) Needs improvement	

OVER-ALL EVALUATION OF TEACHING COMPETENCE:

PERFORMANCE CRITERIA	PERFORMANCE PROFILE U	W	G	E	O
PROFESSIONAL AND PERSONAL					
Exhibits Professional Qualifications					
_demonstrates genuine enthusiasm for teaching					
_relates positively with faculty and staff					
_assumes teaching and extra-class tasks responsibly					
_strives to improve teaching competence					
*					
Demonstrates Academic Preparation					
_demonstrates specific knowledge of subject(s) being taught					
_understands structure and sequence of subject development					
_applies general knowledge related to subject(s) being taught					
_uses English correctly in classroom communication					
*					
Exhibits Personal Attributes					
_demonstrates positive interpersonal relationships with learners					
_displays initiative in assuming teaching tasks					
_utilizes well-modulated, clearly-articulated speaking voice					
_exhibits confidence when teaching					
*					
INSTRUCTIONAL PREPARATION					
Diagnoses Learner Characteristics					
_recognizes abilities, handicaps, and interests of learners					
_interprets formal and informal feedback from learner behavior					
_considers present performance level of learners					
_recognizes individual and group learning difficulties					
*					
Develops Instructional Objectives					
_develops valid unit and lesson objectives for learners and subject					
_prescribes specific, measurable learner outcomes in lesson objectives					
_modifies expected outcomes for individual and group differences					
_communicates objectives and their importance to learners					
*					
Organizes Instruction to Achieve Objectives					
_prescribes appropriate teaching strategies and learner activities					
_designates introductory, concluding, and evaluating procedures					
_utilizes a variety of human, material, and environmental resources					
_anticipates the need for alternative strategies and activities					
*					
INSTRUCTIONAL IMPLEMENTATION					
Manages Learning Environment					
_enforces effective regulations in managing learning activities					
_establishes workable approach(es) for controlling learner disruptions					
_maintains a physical atmosphere which is conducive to learning					
_organizes efficient use of instructional materials and equipment					
*					
Facilitates Instructional Objectives					
_establishes motivation specific for learners and subject					
_paces instruction flexibly, in terms of feedback from learner behavior					
_modifies strategies and activities to facilitate learner achievement					
_summarizes to reinforce learning and achieve closure					
*					
Promotes Instructional Interaction					
_involves learners in active classroom participation					
_stimulates learner questions, responses, and discussions					
_promotes positive peer group interaction					
_capitalizes on unexpected interaction and learning opportunities					
*					
INSTRUCTIONAL EVALUATION					
Evaluates Achievement of Objectives					
_assesses learner achievement of objectives					
_recognizes what facilitated or restricted learner achievement					
_evaluates learner achievement by formal and informal procedures					
_encourages learners to assess their own achievement					
*					
Uses Evaluation Results					
_guides subsequent instruction in terms of learner achievement					
_encourages learners to apply new knowledge and skills					
_evaluates teaching effectiveness in terms of learner achievement					
_modifies teaching behaviors which restrict learner achievement					
*					

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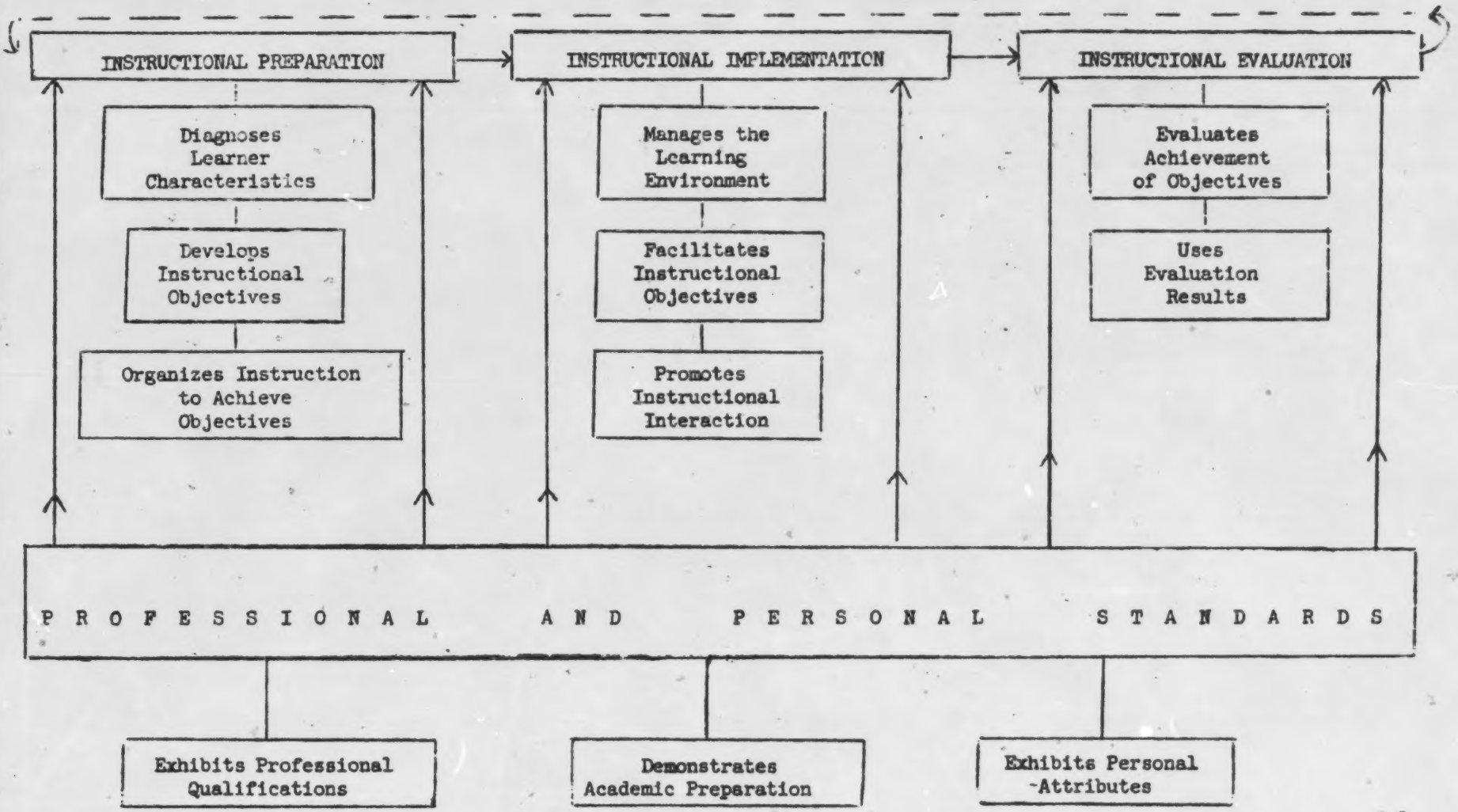
CONCEPTUAL MODEL OF TEACHING


INSTRUCTIONAL PREPARATION
INSTRUCTIONAL IMPLEMENTATION
INSTRUCTIONAL EVALUATION
Diagnoses Learner Characteristics
Develops Instructional Objectives
Organizes Instruction to Achieve Objectives
Manages the Learning Environment
Facilitates Instructional Objectives
Promotes Instructional Interaction
Evaluates Achievement of Objectives
Uses Evaluation Results
P R O F E S S I O N A L A N D P E R S O N A L S T A N D A R D S
Exhibits Professional Qualifications
Demonstrates Academic Preparation
Exhibits Personal -Attributes

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EVALUATION OF TEACHING PERFORMANCE DURING
THE FIELD EXPERIENCE PRACTICUM

5/74

Areas of Teaching Performance	Categories of Teaching Performance	Criteria for Categories of Teaching Performance	Criterion Measures for Teaching Performance Criteria
PROFESSIONAL AND PERSONAL	Exhibits Professional Qualifications	Demonstrates Genuine Enthusiasm for Teaching	Acquaints self with the community, e.g., organization, facilities Acquaints self with district curriculum, e.g., philosophy, programs Shows eagerness to start teaching and to assume additional tasks Spends extra time at school for preparation or working with students Shows pleasure in the accomplishments of students *
		Relates Positively with Faculty and Staff	Works to build a satisfactory relationship with the field associate Observes channels of communication, policies, and regulations Expresses convictions, knowing when to be discreet or comprising Reflects norms of the community in personal appearance Respects beliefs, opinions of building and district personnel *
		Assumes Teaching and Extra--class Tasks Responsibly	Exhibits promptness in all assigned tasks or commitments Indicates consistent preparedness to teach Helps students interpret and enforce policies and regulations Attends extra-class faculty or student functions, when appropriate Accepts responsibility for own judgments and decisions *
		Strives to Improve Teaching Competence	Recognizes own teaching strengths and weaknesses Observes classroom teaching of other faculty Seeks suggestions for correcting particular difficulties Reveals openness to constructive criticism Presents plans to field associate well in advance of teaching *
	Demonstrates Academic Preparation	Demonstrates Specific Knowledge of Subject(s) Being Taught	Shows appropriate age and grade level depth of subject(s) Provides accurate information and responses for students Shows breadth of knowledge about subject, when necessary Acquaints self with new knowledge and discoveries in subject(s) Knows when and where to get assistance regarding subject(s) *

Areas of Teaching Performance	Categories Teaching Performance	Criteria for Categories of Teaching Performance	Criterion Measures for Teaching Performance Criteria
PROFESSIONAL AND PERSONAL (Continued)	Demonstrates Academic Preparation (Continued)	Understands Structure and Sequence of Subject Development	Identifies key concepts, skills, and attitudes to be included in content Organizes content to provide for continuity of learning experiences Develops instructional units incorporating key concepts, skills, attitudes Considers prerequisites necessary to achieve particular objectives Organizes lessons on a systematic, step-by-step, teaching approach *
		Applies General Knowledge Related to Subject(s) Being Taught	Relates concepts and information from one subject to another Utilizes own cultural and experience background Relates present world of student to the subject matter Considers current events related to the subject(s) Establishes vocational implications of subject, if appropriate *
		Uses English Correctly in Classroom Communication	Selects words and phrases that are definite to the discussion topic Uses correct grammatical constructions Spells correctly, especially on blackboard work Uses vocabulary appropriate for the maturity level of students Avoids frequent use of trite, slang, or vernacular expressions *
	Exhibits Personal Attributes	Demonstrates Positive Interpersonal Relationships with Learners	Relates to students with a healthy balance of seriousness and humor Assures personal acceptance when student actions must be condemned Commends and encourages students to instill confidence and self-esteem Avoids threatening, ridiculing, or embarrassing individuals or groups Exhibits patience in difficult situations by listening and accepting *
		Displays Initiative in Assuming Teaching Tasks	Envisions a task to be done and accomplishes the task Anticipates special situations that might influence student behavior Makes long-range overviews, stating objectives, before actual teaching Volunteers to assume special teaching tasks and responsibilities Locates unique resources, material or human, for lesson emphasis *
		Utilizes Well-Modulated, Clearly-Articulated Speaking Voice	Demonstrates freedom from vocal affectations Uses a clear, strong voice which is audible in all parts of the room Projects a pleasing voice pitch that avoids monotony and shrillness Uses a speech pattern that is easily understood by the age group Uses voice inflections positively for instruction and control purposes *

Areas of Teaching Performance	Categories of Teaching Performance	Criteria for Categories of Teaching Performance	Criterion Measures for Teaching Performance Criteria
	Exhibits Personal Attributes (Continued)	Exhibits Confidence When Teaching	Displays good posture and freedom from annoying mannerisms Evidences freedom to express appropriate emotions toward student actions Meets unexpected situations or interruptions easily and willingly Handles unusual student responses openly and calmly Moves freely about the classroom to assist students *
INSTRUCTIONAL PREPARATION	Diagnoses Learner Characteristics	Recognizes Abilities, Handicaps, and Interests of Learners	Examines records of individual student's achievement and background Considers types of student achievement, e.g., physical, academic Recognizes that learners differ in how fast or how much they can learn Accepts problems and handicaps with consideration and understanding Remains alert to symptoms of special health and behavior problems *
		Interprets Formal and Informal Feedback from Learner Behavior	Examines the zealousness or lethargy of students Considers relationships between student attitudes and assigned work Determine how and why learners reach certain conclusions Discriminates between teacher-caused and student-caused behavior problems Constructs and uses pre and post-teaching diagnostic devices *
		Considers Present Performance Level of Learners	Recognizes differences in classes or groups and reasons for differences Examines daily work to assess learner progress in relation to objectives Determines the nature and size of learning steps students can handle Talks informally with students about the learning activities and content Identifies readiness experiences for handling new concepts and skills *
		Recognizes Individual and Group Learning Difficulties	Recognizes need of some successful learning experiences for all students Analyzes instructional groups in terms of probable achievement of goals Provides varied examples and frames of reference for students, as needed Breaks difficult concepts into smaller components Provides alternative approaches to learning difficult concepts and skills *
	Develops Instructional Objectives	Develops Valid Unit and Lesson Objectives for Learners and Subject	Develops specific lesson objectives to implement broad course goals Considers how the objectives provide for continuity of subject matter Includes both affective and cognitive dynamics in lesson objectives Selects objectives suitable to age group characteristics of students Identifies prerequisite tasks necessary to achieve the objectives *

Areas of Teaching Performance	Categories of Teaching Performance	Criteria for Categories of Teaching Performance	Criterion Measures for Teaching Performance Criteria
INSTRUCTIONAL PREPARATION (Continued)	Develops Instructional Objectives (Continued)	Prescribes Specific, Measurable Learner Outcomes in Lessons Objectives	States exactly what the learner is expected to accomplish in the lesson Identifies the conditions or limitations to be imposed on the learners Establishes the minimum level of acceptable learner performance Measures a range of achievement beyond the minimum expected of learners Specifies a means for learners to judge their achievement of objectives *
		Modifies Expected Outcomes for Individual and Group Differences	Ascertains that each student can reach the minimum expected performance Establishes more rigorous standards for able and interested learners Encourages student feedback and construction of individual goals Reviews prerequisites to achieving objectives, when necessary Accommodates various learning styles and approaches of students *
		Communicates Objectives and Their Importance to Learners	Demonstrates ability to achieve student acceptance of objectives Relates objectives to present lives and circumstances of learners Establishes how achievement of objectives is immediately applicable Indicates why this achievement is prerequisite to subsequent learning Develops student awareness of level of expected performance *
	Organizes Instruction to Achieve Objectives	Prescribes Appropriate Teaching Strategies and Learner Activities	Develops a variety of teaching strategies from which to choose Plans for a variety of learner activities within and between lessons Selects learner activities with potential for achieving objectives Selects teaching strategies that are consonant with learner activities Includes several levels of cognitive and affective learning in lesson *
		Designates Introductory, Concluding, and Evaluating Procedures	Organizes and times introduction and conclusion for maximum effectiveness Utilizes instructional materials which enhance introduction and conclusion Allocates estimated time to each part of the lesson Plans lessons to provide continuity and focus for students Specifies the means of evaluating learner achievement *
		Utilizes a Variety Of Human, Material, and Environmental Resources	Develops an inventory of material resources available in the situation Develops an inventory of available community resources Considers resources for sensory approach required in learning activities Capitalizes on special abilities, interests, and backgrounds of students Selects materials at difficulty level these students can handle *

Areas of Teaching Performance	Categories Of Teaching Performance	Criteria for Categories of Teaching Performance	Criterion Measures for Teaching Performance Criteria
INSTRUCTIONAL PREPARATION (Continued)	Organizes Instruction to Achieve Objectives (Continued)	Anticipates the Need for Alternative Strategies and Activities	Considers how prescribed plans can be altered to meet unforseen events Preplans use of student spare time to meet individual differences Restructures the form of groupings appropriate to the learning activity Anticipates student behavior following interruptions, e.g., fire drills Maintains a complete alternative teaching plan for emergency situations *
INSTRUCTIONAL IMPLEMENTATION	Manages Learning Environment	Enforces Effective Regulations in Managing Learning Activities	Establishes and maintains routines, e.g., assignments, supplies Refrains from talking over class noise, expecting to make statements once Provides smooth transition between activities, emphasizing relationships Delegates all possible classroom management tasks to learners Develops positive reinforcement phrases to promote learner cooperation *
		Establishes Workable Approach(es) for Controlling Learner Disruptions	Remains consistent in execution of clearly defined limits Develops control approach(es) that support established procedures Establishes ground rules and rationale with students, if possible Develops a sense of eye contact and awareness to ward off difficulties Controls inappropriate behavior without condemning student feelings *
		Maintains a Physical Atmosphere Which is Conducive to Learning	Controls temperature and ventilation of room or other facility Organizes flexible use of available facilities for learning activities Maintains flow and order in student movement situations Arranges furniture and equipment appropriate to the learning activities Provides for displays and interest centers suitable to the activities *
		Organizes Efficient Use of Instructional Materials and Equipment	Organizes for material and equipment to be ready when needed Demonstrates knowledge and appropriate use of instructional equipment Anticipates need for other activities when materials do not arrive Plans time factors associated with use of materials and equipment Anticipates needs for using the equipment, e.g., power, lighting *
	Facilitates Instructional Objectives	Establishes Motivation Specific for Learners and Subject	Establishes a cognitive link between introduction and lesson Provides cues to promote achievement and retention for learners Uses an introductory procedure that is interesting to learners Incorporates learner interests and experiences into introduction Establishes a classroom environment that rewards effort and achievement *

Areas of Teaching Performance	Categories of Teaching Performance	Criteria for Categories of Teaching Performance	Criterion Measures for Teaching Performance Criteria
INSTRUCTIONAL IMPLEMENTATION (Continued)	Facilitates Instructional Objectives (Continued)	Paces Instruction Flexibly, in Terms of Feedback from Learner Behavior	Adjusts lesson activities to cues of enthusiasm, boredom, restlessness Varies tempo and kind of participation required to individual students Pauses to allow students sufficient time to think about new ideas Uses gestures and movement to emphasize a point or convey meaning Requires students to apply a variety of sensory approaches to information *
		Modifies Strategies and Activities to Facilitate Learner Achievement	Alters procedures when feedback indicates present plan is ineffective Changes emphasis or redirects learner attention to achieve objectives Assesses progress toward goal periodically throughout the lesson Minimizes use of activities which create learner conflicts Assures potential for some successful achievement for each learner *
		Summarizes to Reinforce Learning and Achieve Closure	Provides consolidation of concepts and ideas covered in lesson Reviews major facts and concepts throughout the lesson Connects previous material, presents ideas, and future learning Provides for student summary or practice of new learning Reviews the material covered when first presentation fails *
	Promotes Instructional Interaction	Involves Learners in Active Classroom Participation	Assures participation of every student sometime during lesson Guides learners by flexible use of direct and indirect teacher influence Provides opportunity for learners to grow in responsible self-direction Reinforces successes of each student by praise and approval Expects learners to make some decisions which affect their achievement *
		Stimulates Learner Questions, Responses, and Discussions	Phrases questions to avoid misinterpretation and calling out of answers Invites and listens to learner questions and open exchange of ideas Elicits responses representative of convergent and divergent thinking Guides learners to methods of finding and testing solutions Avoids giving answers or repeating responses unless for deliberate focus *
		Promotes Positive Peer Group Interaction	Promotes morale and cohesiveness through group activities Helps learners gain healthy recognition and acceptance of peers Promotes peer interaction through leadership and membership opportunities Expects learners to be courteous and respectful toward each other Encourages learners to socialize widely, discouraging cliques *

Areas of Teaching Peformance	Categories of Teaching Performance	Criteria for Categories of Teaching Performance	Criterion Measures for Teaching Performance Criteria
INSTRUCTIONAL IMPLEMENTATION (Continued)	Promotes Instructional Interaction (Continued)	Capitalizes on Unexpected Interaction and Learning Opportunities	Takes advantage of spontaneous learning situations during lesson Restructures groups to enhance interaction during impromptu activities Adjusts levels of interaction to avoid potential conflict Alters plans to facilitate unusual, impromptu learner contributions Reorganizes plans to facilitate discussion of critical or timely issues *
INSTRUCTIONAL EVALUATION	Evaluates Achievement Of Objectives	Assesses Learner Achievement of Objectives	Observes learner attitudes toward achieving expected outcomes Compares pre and post performance levels on specified skills Evaluates daily assignments in terms of expected outcomes Discusses, formally or informally, learning outcomes with students Observes learners for specific behaviors related to expected outcomes *
		Recognizes what Facilitated or Restricted Learner Achievement	Examines how human and material resources enhance or restrict learning Examines how strategies and activities enhance or restrict learning Considers outcomes in relation to learner potential Considers how learner attitudes influence learning outcomes Recognizes learner and teacher oriented facilitators and restrictors *
		Evaluates Learner Achievement by Formal and Informal Procedures	Employs formal techniques, e.g., tests, to assess learning outcomes Examines achievement informally during instruction and work periods Employs techniques that require different levels of thinking Maintains accurate, complete records of learner achievement Demonstrates ability to interpret standardized tests, e.g., achievement *
		Encourages Learners to assess Their Own Achievement	Specifies criteria for evaluating learning outcomes Discusses with learners ways to recognize their progress and needs Provides focused written comments on assignments and tests Encourages learner participation in evaluation, e.g., write test questions Organizes procedures for keeping a record of assignment and progress *
	Uses Evaluation Results	Guides Subsequent Instruction in Terms of Learner Achievement	Redefines objectives that have not been achieved for next instruction Recognizes need to reteach a particular lesson before moving ahead Maintains a record of positive and negative reactions to lessons Considers evidence other than grades for further planning Identifies difficult concepts that need reinforcement in future lessons *

Areas of Teaching Performance	Categories of Teaching Performance	Criteria for Categories of Teaching Performance	Criterion Measures for Teaching Performance Criteria
INSTRUCTIONAL EVALUATION (Continued)	Uses Evaluation Results (Continued)	Encourages Learners to Apply New Knowledge and Skills	Helps learners accept responsibility for improving subsequent learning Encourages learners to use achievement results in making decisions Assists learners in identifying causes of their successes and failures Establishes relevance of learning to other classes, daily life, etc. Helps students set personal goals which they can reach *
		Evaluates Teaching Effectiveness in Terms of Learner Achievement	Measures student achievement without labeling the learners Identifies teacher behaviors which led to productive responses Identifies teacher behaviors which restricted productive responses Interprets affective learner cues Recognizes relationship between teacher and learner behavior *
		Modifies Teaching Behaviors Which Restrict Learner Achievement	Exhibits awareness of mistakes and modifies behavior accordingly Employs corrective techniques suggested by field associate Tests alternative procedures for improving learner achievement Recognizes and alleviates classroom personality deficiencies Develops unique teaching style from demonstrated strengths *

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OBSERVATION OF FIELD EXPERIENCE TEACHING PRACTICUM

STUDENT _____ *Assignment* _____
Subject/Grade *School*

Observation _____ *Conference* _____
Date *Class Period/Time* *Observer* *Date*

Observed events and factors which facilitated or restricted effectiveness of the lesson.	*Ratings of performance criteria demonstrated: (+) Noticeable strength, (✓) marked improvement, (s) satisfactory, (-) priority for improvement, (u) unsatisfactory*
	Professional and Personal Criteria
	___ Enthusiasm for teaching
	___ Specific Knowledge of subject area (s)
	___ Knowledge of subject structure and sequence
	___ General knowledge applied to subject area (s)
	___ English usage in classroom communication
	___ Interpersonal relationship with learners
	___ Confidence when teaching
	___ Voice modulation and articulation
	Instructional Preparation Criteria
	___ Learner characteristics diagnosed
	___ Present performance of learners considered
	___ Validity of unit and lesson objectives
	___ Measurable learner outcomes specified
	___ Learner understanding of objectives
	___ Modified objectives for individual needs
	___ Teaching strategies and learner activities
	___ Human, material, environmental resources
	___ Introductory, concluding, evaluation procedures
	___ Need for alternative procedures
	Instruction Implementation Criteria
	___ Regulations for managing learning activities
	___ Approach(es) for controlling learner disruption
	___ Concern for physical learning environment
	___ Use of instructional materials and equipment
	___ Motivation for learning
	___ Pacing of instruction
	___ Modified procedures to facilitate learning
	___ Summarization for reinforcement and closure
	___ Learner questions, responses, expressions
	___ Active learner participation
	___ Use of unexpected learning opportunities
	___ Peer group interaction
	Instructional Evaluation Criteria
	___ Formal and informal evaluation procedures
	___ Learner evaluation of own achievement
	___ Self evaluation of teaching effectiveness
	___ Learner application of new knowledge and skills

Circle general rating of teaching demonstrated in this lesson: U W G E O

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Interpreting the Scale Points on the Teaching Practicum Evaluation Form

Introduction

The final evaluation report of the teaching practicum generally is considered the most important document in a student's placement file, This report informs prospective employers that the candidate can be expected to function, as a beginning teacher, at the level indicated for each of the eleven performance categories which comprise the evaluation instrument.

When a candidate is selected for a teaching position, the school district can reasonably assume that the new teacher will demonstrate the competence levels specified for these categories (providing the first teaching assignment is similar to the practicum placement in subject, grade level, socio-ethnic area, etc.).

Performance information on the final report will communicate more realistically to prospective employers when this evaluation is made in the context of expected competence as a beginning teacher. In addition, reliability can be increased by applying a common frame of reference to points of scale used to rate teaching competence. In this way, variations in ratings among students become the function of performance differences rather than differences in scale point interpretations.

Criteria for performance rating scale points

These criteria suggest some characteristics of beginning teachers which help differentiate more clearly among the five scale points used to report competence in the eleven teaching categories.

Outstanding: The student performs as a beginning teacher who functions without special assistance.

1. Seeks additional teaching responsibilities to improve the performance of students and the school as an organization.
2. Recognizes own weaknesses and systematically works to overcome them.
3. Exhibits imagination and creativity in developing techniques for own improvement.
4. Implements suggestions effectively.

Excellent: The student performs as a beginning teacher who needs little special assistance.

1. Assumes teaching responsibilities not ordinarily expected.
2. Recognizes most weaknesses and strives to overcome them.
3. Exhibits resourcefulness in developing techniques for own improvement.
4. Responds positively to suggestions and implements most of them.

Good: The student performs as a beginning teacher who needs occasional special assistance.

1. Assumes expected teaching responsibilities conscientiously.
2. Recognizes many teaching weaknesses and desires to overcome them.
3. Seeks assistance in developing techniques for own improvement.
4. Accepts suggestions for improvement and attempts to implement them.

Weak: The student performs as a beginning teacher who needs considerable special assistance.

1. Assumes most expected teaching responsibilities but with difficulty.
2. Recognizes some teaching weaknesses, but overlooks many others.
3. Needs considerable urging to develop techniques for own improvement.
4. Accepts suggesions for improvement but has difficulty implementing them.

Unsatisfactory: The student is incapable of meeting demands of a beginning teacher and needs additional training before being considered for classroom instruction.

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Office of Field Experiences

Dear Field Associate:

One of the most difficult tasks involved in working with a student teacher is writing the final evaluation for the student's placement file. In an attempt to make this task slightly less taxing for you, the following questions suggest the types of information you might include in your evaluation. It is hoped you will comment on any additional specific strengths or weaknessess observed in your student's teaching.

Under PERTINENT INFORMATION ABOUT FIELD ASSIGNMENT:

1. What was the setting for the student teaching experience? Be specific.

   For example: Name of school, city; socio-economic setting; grade levels, or specific class assignments; special characteristics of the classes; was the assignment in a self-contained classroom, a team teaching situation, or did it include individualized instructional approaches?

   How long did the student teacher assume full classroom responsibility?

Under OVER-ALL EVALUATION OF TEACHING COMPETENCE:

1. What are some of the most noticeable personal characteristics of the student teacher?

   For example: poise, confidence, outgoing or reserved; rapport with students, staff, and parents; dedication; enthusiasm; energy level; sense of humor; willingness to work; involvement in the total school program etc.

2. What methods, techniques, and instructional strategies did the student teacher employ? Which learning activities did the student teacher direct most and least effectively? For example: "Outstanding lecturer, but tended to lecture too much." "Lacked confidence to go beyond the text." "Outstanding at phrasing questions." "Made good use of instructional media."

3. Which area/s of teaching need the most improvement?

4. How effectively did the student teacher plan?

5. In summary, what is your personal judgement of this student teacher?
   a. Would you want the person teaching on your faculty next year?
   b. What would be the best type of placement for this person during the first year of teaching?

If you could have a rough draft of the above written in advance, our conference about the final evaluation will require very little time.